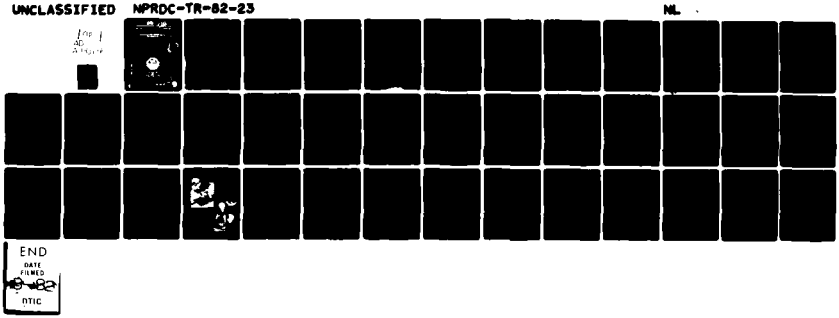
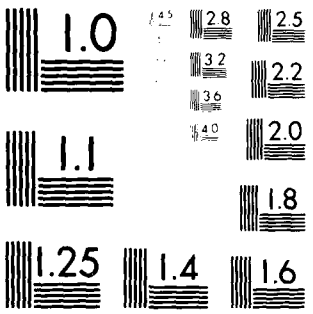
AD-A110 116 NAVY PERSONNEL RESEARCH AND DEVELOPMENT CENTER SAN D--ETC F/G 5/9
HOW ENLISTED WOMEN AND MEN VIEW THE NAVY ORGANIZATION.(U)
JAN 82 K P DURNING
UNCLASSIFIED NPRDC-TR-82-23 NL





MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

AD A110116

NPRDC TR 82-23 January 1982

HOW ENLISTED WOMEN AND MEN VIEW THE NAVY ORGANIZATION

Kathleen P. Durning

Reviewed by
Robert Penn

Released by
James F. Kelly, Jr.
Commanding Officer

Navy Personnel Research and Development Center
San Diego, California 92152

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER NPRDC TR 82-23	2. GOVT ACCESSION NO. AD-A110 116	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) HOW ENLISTED WOMEN AND MEN VIEW THE NAVY ORGANIZATION		5. TYPE OF REPORT & PERIOD COVERED Final Report 1 Jan 78 to 30 Sep 79
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Kathleen P. Durning		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Navy Personnel Research and Development Center San Diego, California 92152		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 63.521.021.03.03
11. CONTROLLING OFFICE NAME AND ADDRESS Navy Personnel Research and Development Center San Diego, California 92152		12. REPORT DATE January 1982
		13. NUMBER OF PAGES 38
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office)		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

Approved for public release; distribution unlimited.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Women	Organizational climate
Equal opportunity	Attitudes
Human resources management	Military women

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

Responses of over 40,000 Navy enlisted women and men to the human resource management (HRM) survey were analyzed. Results replicated those of a 1975 study, disclosing that although women were initially optimistic, their perceptions of the Navy were more negative than men's as they advanced to petty officer levels. Midlevel women (E-4 to E-6) were less positive than men on peer relations (significant interaction on three of five indexes) and in views of command human-resources emphasis and person/organization goal integration. Women chief petty officers, however, were as positive as male counterparts on

DD FORM 1 JAN 73 1473 EDITION OF 1 NOV 65 IS OBSOLETE

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

these measures. On perceptions of supervisory adequacy, women were as positive as men at E-1 to E-3 levels, but less positive at E-4 to E-9 levels. This was also true of responses to items assessing motivation, the influence exerted by lower-levels on decision making, and equal-opportunity practices within the command. Women showed less positive perceptions of Navy life than they had in 1975, and men showed more positive perceptions. These sex differences may be related to the lesser emphasis on organizational development in the shore establishments where women are concentrated. Results are discussed in terms of supervision and peer relations of women in male-dominated work groups and of inflated expectations women may have built up during recruitment and basic training.

FOREWORD

This study was performed under task area 63.521.001.021, work unit 63.521.021.03.03 (Personnel Assimilation and Supervision), as part of the Center's ongoing program concerning the utilization of women in the Navy. This report replicates and extends NPRDC TR 76TQ-43, Differential Perceptions of Organizational Climate Held by Navy Enlisted Women and Men (1976).

Portions of this study were presented at the Eighty-eighth Convention of the American Psychological Association, Montreal, Quebec, Canada, 3 September 1980.

JAMES F. KELLY, JR.
Commanding Officer

JAMES J. REGAN
Technical Director

SUMMARY

Problem

With the advent of sea duty for women and the current goal of increasing their numbers to 45,000 by 1985, women's attitudes toward the Navy at different career points have implications for recruitment, retention, and personnel effectiveness. The attitudes of Navy enlisted men and women were analyzed in 1975, based on their responses to the Navy's human resource management (HRM) survey. However, at that time, data were available for less than 2000 women, and there were not enough women at the upper pay grades to make valid gender comparisons. Since then, many more women have taken the HRM survey, and numerous policy changes on the use of women have affected their perceptions of the Navy's organizational climate.

Objectives

The objectives of this research were to replicate and extend the results of the earlier study and to provide more current information on the perceptions of Navy organizational climate held by enlisted women and men. It was postulated that their perceptions of organizational climate would differ, as would the profiles of men and women across different pay grades.

Approach

The sample consisted of 42,918 enlisted personnel (4,946 women and 37,972 men) in pay grades E-1 to E-9 who had responded to the HRM survey in 1978. Subject responses to HRM survey indexes were analyzed, using two-way analyses of variance (sex by pay grade).

Findings

Sex-by-pay-grade interactions were obtained for 15 of 22 HRM survey indexes (compared to 9 of 19 in 1975). Both sexes often showed lowered perceptions between the nonrated pay grades (E-1 to E-3) and the E-4 level. Beyond E-4, women typically were less optimistic as they advanced in pay grade than were men, and more indexes were affected than in 1975. Women were less positive than men on all five aspects of supervisory adequacy as they advanced in rating. The pattern continued for perceptions of equal opportunity in the Navy and for three of the four command-climate indexes. Women did not show the steady improvement in perception with promotion that men did until they reached the chief petty officer level. Mid-level women also perceived less lower-level influence and were less confident that their command would make best use of their individual effectiveness to obtain its objectives. At each pay grade, women in 1978 were not as satisfied as women in 1975.

The 1978 data disclosed significant sex differences ($p < .05$) on 9 of 22 measures of organizational climate. In each case, women, overall, had less favorable views than men, in contrast to 1975 data that showed that women, overall, were more positive than men. These findings probably resulted because HRM organizational development interventions were given first priority for ships and other nonshore units. Consequently, by 1978, more men than women had been influenced by the training that most affected the HRM survey indexes.

Conclusions

1. Changes in attitude with promotion were particularly evident in perceptions of supervisory adequacy. As women advanced, they expressed less confidence than men in their supervision. This indicated problems arising from supervision by the opposite sex, a situation men rarely experience.

2. In the 3 years since the 1975 survey, women have become less positive and men more positive in their perceptions of Navy life. This difference may be related to the lesser emphasis on organizational development in the shore units where women are concentrated.

Recommendations

1. The indirect nature of information on organizational climate precludes specific recommendations. However, because many women who enlist with optimism tend to become disillusioned as they become more senior, it is important that women be given accurate information at recruitment to prevent unrealistic expectations and ensuing disappointment.

2. To raise the level of satisfaction expressed by midlevel women, the Navy should educate managers in the utilization of mixed-sex work groups, in the supervision of women, and in the exercise by women of their technical and leadership abilities as petty officers.

3. To decrease the sex differences observed in 1978, enlisted women should be exposed to more organizational development interventions as they are integrated into ships companies and as more shore units participate in the HRM cycle.

CONTENTS

	Page
INTRODUCTION	1
Problem and Background	1
Purpose	3
PROCEDURE	3
Sample	3
Data Analysis	4
RESULTS	4
Demographic Data	4
ANOVA Results	6
Command Climate	6
Supervisory Leadership	9
Peer Leadership	9
Work-Group Processes	9
Outcome Measures and Other Areas	12
Additional Analyses	15
DISCUSSION AND CONCLUSIONS	15
Sex-by-Pay-Grade Interactions	15
Comparison of 1978 and 1975 Results: Sex Differences	17
RECOMMENDATIONS	18
REFERENCES	19
APPENDIX--NAVY HUMAN RESOURCE MANAGEMENT SURVEY	A-0

LIST OF TABLES

Page

1. Structure of Navy HRM Survey 2
2. Units by Command Category 3
3. Demographic Characteristics by Sex and Pay Grade 5
4. Subsample Means for HRM Survey Indexes 7

LIST OF FIGURES

1. Sex-by-pay-grade interactions, command climate dimension 8
2. Sex-by-pay-grade interactions, supervisory leadership dimension 10
3. Sex-by-pay-grade interactions, peer leadership dimension. 11
4. Sex-by-pay-grade interaction, work group discipline index, work group processes dimension. 13
5. Sex-by-pay-grade interactions, outcome measures and other areas 14

INTRODUCTION

Problem and Background

With the advent of sea duty for Navy women and the current goal of increasing their numbers to 45,000 by 1985, women's attitudes toward the Navy at different career points have implications for recruitment, retention, and personnel effectiveness.

To assess the perceptions of active duty members concerning various elements of their organizational experience, the Navy instituted a human goals plan in 1973.[1] Under this plan, ships or units are scheduled to participate in a human resource availability (HRAV) period, based on their operational missions, deployment schedule, and related responsibilities (see Crawford & Thomas (1975) and Mumford (1976) for a detailed description of the program). A central component of the HRAV period is the human resource management (HRM) survey (sea and shore versions), which was adapted for Navy use from the Survey of Organizations (SOO) developed by the University of Michigan's Institute for Social Research (Taylor & Bowers, 1972). Briefly, the HRM survey is based on the theory that, in any organization, two core variables--organizational climate and leadership--are mediated by peer relations and work group processes, which, in turn, affect individual productivity. Thus, the survey was designed to assess personnel attitudes under four major dimensions: command climate, supervisory leadership, peer leadership, and work group processes. A fifth grouping--outcome measures and other areas--relates to special issues of concern, such as equal opportunity and drug abuse. Table 1 lists these dimensions and their component indexes.

Responses to most survey questions are made on a Likert-type scale (Likert, 1967). As shown in Table 1, the number of items comprising an index ranges from 2 to 13. Reliabilities for the survey indexes range from .70 to .80 (Drexler, 1974).

Responses to the survey are used to help the command improve those organizational practices it considers most important. All response data, with command identification removed to maintain confidentiality of data, are stored in a data bank at the Navy Personnel Research and Development Center (NAVPERSRANDCEN). To assist HRM teams in survey-guided development with specific commands, NAVPERSRANDCEN provides normative data so that a command can discover its strengths and weaknesses relative to other similar commands. Also, normative breakdowns are provided by such demographic variables as pay grade and sex, since these factors have been found to influence survey responses. However, bivariate analyses, such as pay-grade breakdowns within sexes, are not routinely available. It is not enough to make simple comparisons between males and females at a given command, since females are typically concentrated in the lower pay grades. Therefore, analyses are necessary to properly understand sex-by-pay-grade interactions and to interpret correctly the data from a given command. (Sex-by-pay-grade norms will become available on the data base in 1982).

To meet this need, Durning and Mumford (1976) analyzed the responses of nearly 2,000 enlisted women and 22,000 enlisted men in shore commands who took the HRM survey between February 1974 and October 1975. Results showed that attitudes toward the Navy were clearly related to the sex of the respondent, and that different patterns of responses by pay grade existed for women and men. This finding suggested that

---

[1]Chief of Naval Operations, OPNAVINST 5300.6 and 5300.6a of August and December 1973; subj: Navy Human Goals Plan.

Table 1

Structure of Navy HRM Survey (Form 17-20)

Dimension	Index	Number of Items	Item Numbers
Command climate	Communications flow	3	1-3
	Decision making	3	4-6
	Motivation	3	7-9
	Human resource emphasis	5	10-14
		14	
Supervisory leadership	Supervisory support	4	15-18
	Supervisory team coordination	2	19-20
	Supervisory team emphasis	2	21-22
	Supervisory goal emphasis	2	23-24
	Supervisory work facilitation	3	25-27
		13	
Peer leadership	Peer support	3	28-30
	Peer team coordination	2	31-32
	Peer team emphasis	2	33-34
	Peer goal emphasis	2	35-36
	Peer work facilitation	3	37-39
		12	
Work group processes	Work group coordination	4	40-43
	Work group readiness (sea survey) or bureaucratic processes (shore survey)	3	44-46
	Work group discipline	2	47-48
		9	
Outcome measures and other areas	Goal integration	2	49-50
	Satisfaction	8	51-58
	Lower level influence	2	59-60
	Training	3	61-63
	Equal opportunity	13	64-76
	Drug abuse and alcoholism prevention	8	77-84
	General	4	85-88
		40	
		88	

advancement for women may cause problems not encountered by their male counterparts. In 1975, there was an insufficient number of women at the upper pay grades (E-7--E-9) to make valid sex comparisons at this level. Since 1975, many more women have taken the survey. Moreover, numerous policy changes concerning the use of women have undoubtedly affected their perception of the Navy's organizational climate.

Purpose

The purposes of this research were to replicate and extend the results presented in Durning and Mumford (1976) and to provide more current information on the perceptions of Navy organizational climate held by enlisted women and men. It was assumed that these perceptions would differ for the sexes, as would the profiles of women and men across different pay-grade levels. As in the previous study, it was expected that women would not be as positive toward Navy life as would men in the same pay grade.

PROCEDURE

Sample

The sample consisted of 42,918 enlisted personnel--4,946 women and 37,972 men. These personnel had been administered the HRM survey during calendar year 1978 and their response data had become available in the HRM data bank maintained by NAVPERS-RANDCEN in mid-1979. Sample members were from the 224 shore commands surveyed in 1978 whose respondents included women. Thus, they were not a representative sample of Navy personnel. Table 2 shows sample distribution by command category.

Table 2

Units by Command Category

Category	Percentages of Respondents	
	Male (N = 37,972)	Female (N = 4,946)
Air-related units	41.1	39.0
Training commands	10.4	5.3
Shore units (e.g., communication stations, hospitals, headquarters and staff organizations, naval stations and bases)	48.5	55.7
Total	100.0	100.0

Data Analysis

Subject responses to 22 HRM survey indexes (all but drug abuse and alcoholism prevention and general) were analyzed. Individual index scores were calculated by summing relevant item responses and dividing the total by the number of items in the index; these scores were then averaged to yield group means within pay-grade groupings. The dependent measures represent the averaged attitudes for the groups toward the Navy in the areas corresponding to each index analyzed.

Sex-by-pay grade analyses of variance (ANOVAs) were performed, using the least squares solution. These 2 x 5 ANOVAs were based on different sample sizes owing to incomplete data and the fact that, because "sea" and "shore" survey versions differed, not all survey questions were administered to the overall sample. Those persons who received the shore survey responded to questions in the bureaucratic practices index, and those receiving the sea survey were queried on work group readiness.[2] With the exception of the latter index, total degrees of freedom for all ANOVAs were in the 25,000 to 42,000 range.

RESULTS

Throughout this report, data are presented in terms of the following pay-grade subgroups of active-duty women and men: (1) E-1 through E-3, nonrated, (2) E-4, third class petty officer, (3) E-5, second class petty officer, (4) E-6, first class petty officer, and (5) E-7 to E-9, chief petty officer (CPO). The pay-grade groups are distinctive in terms of job responsibility and technical expertise. For instance, E-1s through E-3s are nonsupervisory personnel with relatively brief Navy experience. Although they may have Class "A" school training, they have only limited experience in their occupational specialty. E-4s have been rated with an occupational specialty and are generally facing the reenlistment decision. E-5s typically have completed their first enlistment, have developed some expertise in their specialty, and are expected to carry more responsibility than are E-4s. E-6s have usually been in the Navy for at least 6 years. In their positions of supervision and responsibility, they are at a transition point, serving primarily as technical supervisors in small commands or as "workers" in large commands (often in both roles). CPOs are generally technical supervisors.

Demographic Data

Table 3, which provides demographic characteristics by sex and pay grade, shows the following:

1. At pay-grade levels beyond E-3, the percentage of married women was substantially smaller than the percentage of married men, possibly because married women tended to leave the service.

2. At all pay-grade levels, women tended to be better educated than were their male counterparts. This is because high school is a requirement for women entering the Navy but not for men. A greater percentage of women than men had some college training, particularly those at the higher pay grades.

---

[2]Some shore installations, particularly those overseas, routinely receive the sea version of the survey from the fleet-oriented overseas HRM detachments.

Table 3

Demographic Characteristics by Sex and Pay Grade
(in Percentages)

Group	Marital Status			Educational Level			Ethnicity			Average Age in years
	Married	Single	Other	Non-High Sch. Grad.	High School Graduate	Beyond High School	Black	White	Other	
E-1--E-3										
Male (N = 7,738)	17	80	3	13	69	18	11	81	8	20.6
Female (N = 2,089)	22	69	9	0	74	26	12	82	6	21.2
E-4										
Male (N = 5,938)	44	50	6	8	62	30	10	79	11	23.0
Female (N = 1,618)	33	54	13	0	61	39	12	82	6	23.0
E-5										
Male (N = 10,069)	71	21	8	5	59	36	7	78	15	26.4
Female (N = 1,080)	40	44	16	0	52	48	9	87	4	24.9
E-6										
Male (N = 8,439)	84	7	9	4	55	41	5	82	13	31.9
Female (N = 121)	37	48	15	0	46	54	3	95	2	30.7
E-7--E-9										
Male (N = 5,788)	89	3	8	4	55	41	5	86	9	34.5
Female (N = 38)	24	60	16	0	40	60	3	92	5	38.7

3. The consistently larger percentage of "other" ethnic groups in the male sample was accounted for by Filipino personnel. Normative data showed that, except for peer and work group indexes, Filipinos respond more positively on the HRM survey than do men in general (HRM Assessment and Support Program, July 1980), which raises the HRM survey response means relative to women.

ANOVA Results

Table 4, which summarizes the results of the ANOVAs performed for each HRM survey index, includes means for women and men in the five pay-grade groupings, the levels of significance for the main effects, and the interactions of sex-by-pay grade. As shown, neither male nor female respondents perceived command climate (i.e., the functioning of the command as a whole) as favorably as they did supervisory, peer, and work-group behavior.

For every index, pay grade significantly affected responses. Except for some decreases for E-4s relative to entry-level personnel, the mean scores for males on all indexes and for females on most indexes increased with pay grade. This finding was partially due to the attrition of personnel who disliked the Navy. Of central interest in each analysis was the sex-by-pay-grade interaction, which indicates whether the perceptions of men and women change differentially with increasing pay grade. Table 4 reveals that, of the 22 HRM survey indexes examined, 15 yielded significant sex-by-pay-grade interactions. These results replicate the 1975 pattern showing that the trend of changes in perceptions by pay grade was not always parallel for male and female enlisted personnel (Durning & Mumford, 1976). On indexes showing significant interactions, it is appropriate to examine subgroup means, rather than the independent main effects of sex or pay grade. These indexes are described in the following paragraphs.

Command Climate

Women and men held similar views on command climate. Personnel at higher pay grades generally had a more positive attitude ($p < .01$), and the effect of pay grade was not significantly different for males and females ($p > .05$ for the interaction term). The other three indexes under command climate, however, yielded significant sex-by-pay-grade interactions, which are discussed below:

1. Decision Making. As shown in Figure 1.a, E-4s were not as positive about their command's decision-making practices as were newer, nonrated personnel (E-1 to E-3). However, CPOs (E-7 to E-9) saw such practices as much more adequate than did those at lower pay grades. The pattern of changing perceptions over pay grades was not parallel for the sexes, since midlevel women were not as positive as were their male counterparts.

2. Motivation. Motivation dipped for women from nonrated to E-4 status, and then increased at E-5 to E-9 levels. The means for women and men were equal at the nonrated level. However, a greater upswing occurred between the E-4 and E-9 means for men, which accounts for the interaction of sex and pay grade (Figure 1.b).

3. Human Resource Emphasis. Items in this index measure the command's concern for human resources in the way it organizes its personnel to achieve its mission. As shown in Figure 1.c, the mean responses of both sexes dropped from the nonrated to the E-4 level. Although the male response means show an upward trend from E-4 to E-6, those for women do not increase noticeably between these pay grades.

Table 4

Subsample Means for HRM Survey Indexes

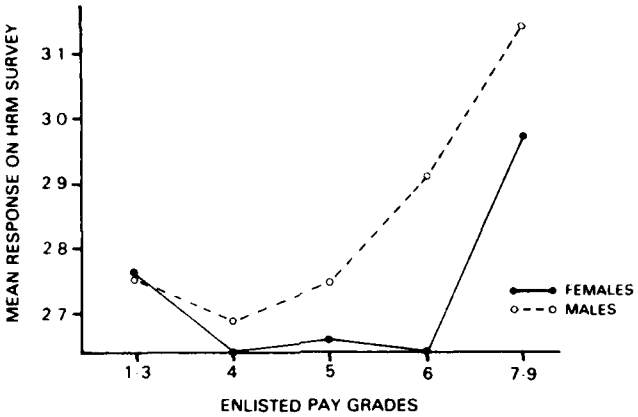
HRM Survey Indexes	Women N=4,946					Men N=37,972					Significance p		
	E-1--3 N=2,089	E-4 N=1,618	E-5 N=1,080	E-6 N=121	E-7--9 N=38	E-1--3 N=7,738	E-4 N=5,938	E-5 N=10,069	E-6 N=8,439	E-7--9 N=5,788	Sex	Pay Grade	Interaction
Command Climate													
Communications Flow	2.93	2.88	2.96	3.07	3.30	2.89	2.88	2.97	3.15	3.40		***	
Decision Making	2.77	2.64	2.66	2.64	2.97	2.76	2.69	2.75	2.91	3.14	***	***	***
Motivation	2.83	2.71	2.78	2.90	3.33	2.84	2.80	2.90	3.18	3.43	***	***	***
Human Resource Emphasis	2.76	2.68	2.71	2.72	3.29	2.79	2.76	2.83	3.02	3.25	***	***	***
Supervisory Leadership													
Supervisory Support	3.63	3.58	3.65	3.71	3.85	3.60	3.62	3.71	3.85	4.07	**	***	**
Supervisory Team Coordination	3.34	3.25	3.34	3.43	3.67	3.26	3.31	3.42	3.58	3.82	*	***	***
Supervisory Team Emphasis	3.30	3.19	3.24	3.35	3.68	3.24	3.27	3.39	3.56	3.81	**	***	***
Supervisory Goal Emphasis	3.68	3.55	3.62	3.67	3.90	3.61	3.61	3.67	3.80	3.98		***	***
Supervisory Work Facilitation	3.26	3.15	3.17	3.30	3.48	3.24	3.22	3.29	3.40	3.56	*	***	**
Peer Leadership													
Peer Support	3.62	3.57	3.63	3.59	4.02	3.60	3.63	3.68	3.83	4.01	*	***	***
Peer Team Coordination	3.28	3.26	3.32	3.36	3.82	3.26	3.31	3.36	3.54	3.75		***	
Peer Team Emphasis	3.06	3.02	3.10	3.22	3.84	3.02	3.05	3.18	3.38	3.59		***	**
Peer Goal Emphasis	3.17	3.16	3.25	3.34	3.78	3.18	3.21	3.30	3.49	3.69		***	
Peer Work Facilitation	3.13	3.05	3.11	3.23	3.75	3.14	3.16	3.22	3.37	3.56		***	***
Work Group Processes													
Work Group Coordination	3.23	3.23	3.28	3.36	3.89	3.33	3.34	3.41	3.57	3.80	***	***	
Work Group Readiness (Sea Survey)	3.38	3.51	3.56	3.78[a]	4.03[a]	3.55	3.57	3.62	3.78	3.95		***	
Bureaucratic Practices[b] (Shore Survey)	2.89	2.93	2.90	2.65	2.80[a]	2.96	2.98	2.91	2.69	2.40		***	
Work Group Discipline	3.57	3.54	3.59	3.80	4.07	3.50	3.53	3.63	3.86	4.10		***	**
Outcome Measures and Other Areas													
Goal Integration	2.76	2.66	2.73	2.89	3.36	2.76	2.76	2.89	3.07	3.32	*	***	***
Satisfaction	3.15	3.20	3.29	3.49	3.82	3.18	3.24	3.37	3.57	3.74		***	
Lower Level Influence	2.83	2.61	2.58	2.61	2.95	2.79	2.66	2.71	2.81	3.06	**	***	***
Training	2.85	2.77	2.80	2.86	3.00	2.87	2.83	2.91	3.05	3.18	**	***	
Equal Opportunity	3.04	2.95	3.04	3.21	3.55	3.03	3.01	3.15	3.43	3.75	***	***	***

Note. Results are for two-way analyses of variance. Analyses of variance were based on varying Ns since not all questions were administered to the total sample.

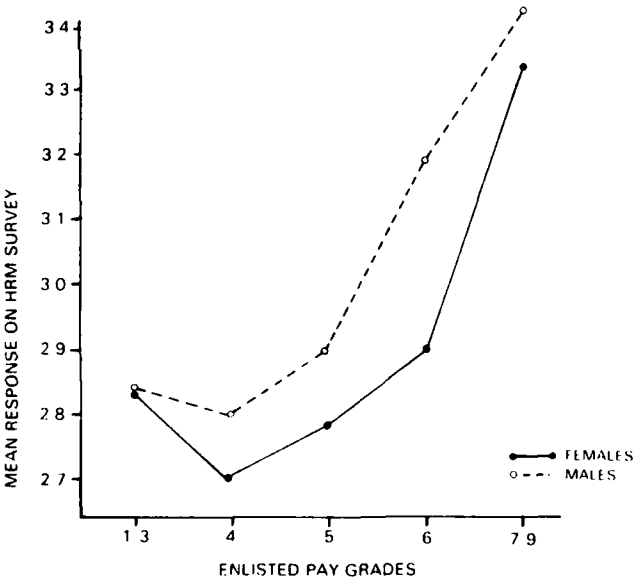
[a]These means should be interpreted with caution ($N < 25$).

[b]For this index only, lower means represent more positive attitudes.

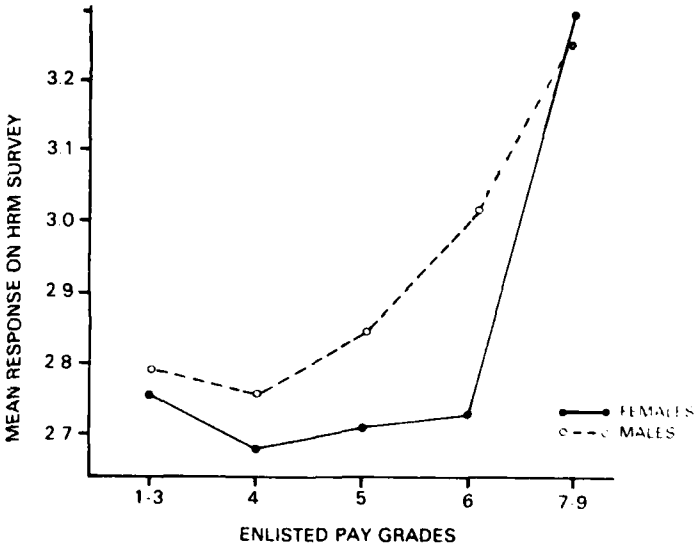
*$.10 > p > .05$.
**$.05 > p > .01$.
***$p < .01$.



a. Decision-making index.



b. Motivation index.



c. Human resource emphasis index.

Figure 1. Sex-by-pay-grade interactions, command climate dimension.

Supervisory Leadership

The difference in the way perception patterns change over pay grades for women and men is particularly noticeable in the five indexes of supervisory leadership (see Figure 2). In the 1975 survey, only one index, supervisory work facilitation, showed a significant sex-by-pay-grade interaction (Durning & Mumford, 1976). The first four indexes in this category--supervisory support (measuring approachability and attentiveness of the supervisor), supervisory team coordination, supervisory team emphasis, and supervisory goal emphasis--show how supervisors influence the work group. The fifth index--supervisory work facilitation--relates to the extent to which the supervisor assists in improving personnel performance and solving job-related problems.

In the 1978 survey, nonrated women (E-1 to E-3) were consistently more positive than were men in perceptions of supervisory leadership. In this survey, the means for women fall below those of men at the higher pay grades (significant sex-by-pay-grade interactions). For all indexes, the women showed the typical drop-off at the E-4 level, and here their means fall below those for men. Although perceptions of women became more positive from the E-5 to E-9 levels, they remained considerably lower than those of upper pay grade men.

Peer Leadership

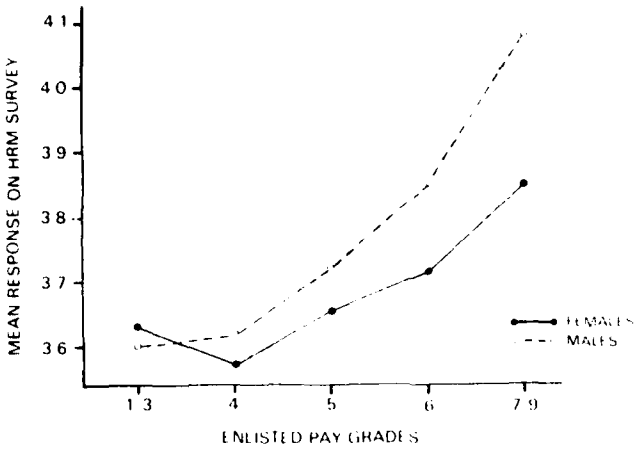
As shown in Figure 3, there were significant sex-by-pay-grade interactions on the three most personal peer leadership indexes--peer support, peer team emphasis, and peer work facilitation. Although nonrated women and men had similar perceptions, E-4 to E-6 women felt considerably more negative than did men at the same pay grades.

Although the indexes of the peer dimension changed somewhat in the 3 years between the 1975 and 1978 surveys, these findings basically replicate those of Durning and Mumford (1976), where differential trends for women were found for peer support, peer teamwork, and peer work facilitation. In this study, the initial attitude of women toward peers was as positive as that of men, but failed to show the steady improvement with increasing pay grade (until the E-7 to E-9 level) typical of males. Women CPOs (who were not represented in the 1976 study) were more positive than were their male counterparts about how their work groups stressed a team goal and how they assisted one another to improve performance.

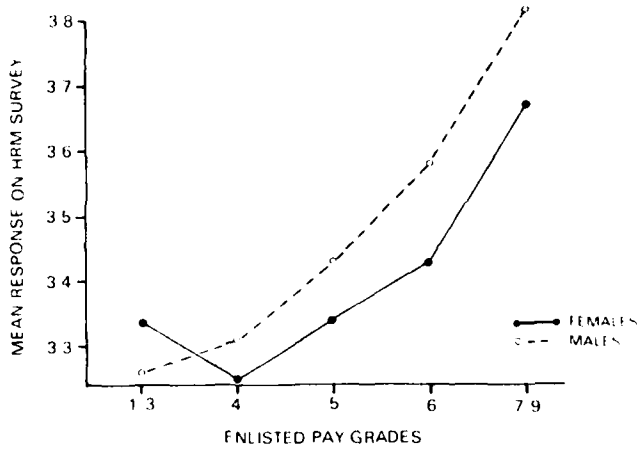
Work Group Processes

The work group coordination index relates to respondent trust in members of the immediate work group, information exchange and group planning, and the adequacy of work-group decisions. Overall, women were significantly less positive on this index than were men. There is no sex-by-pay-grade interaction because men and women showed a similar pattern of gradual improvement with increasing pay grades. For instance, CPOs of both sexes were much more positive than were lower-level personnel.

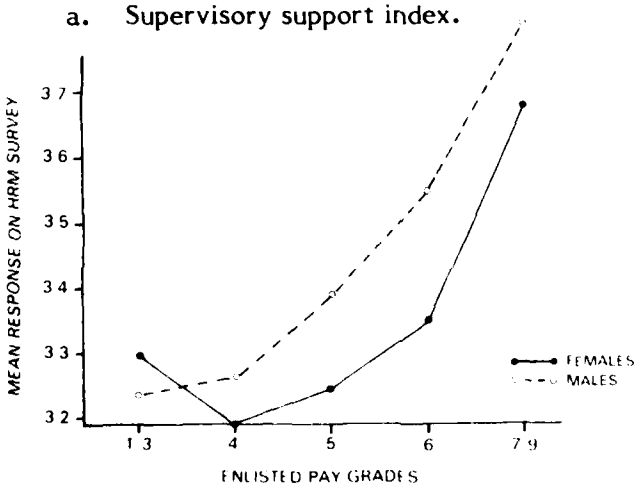
Responses to the work group readiness (emergency preparedness) index, included in the sea survey, reveal increasingly favorable attitudes with advances in pay grade. Responses to the parallel shore-survey index, Bureaucratic Practices (organizational efficiency) show that perceptions did not improve between nonrated and E-4 levels but were more positive thereafter. There were no significant sex differences or sex-by-pay-grade interactions on these measures.



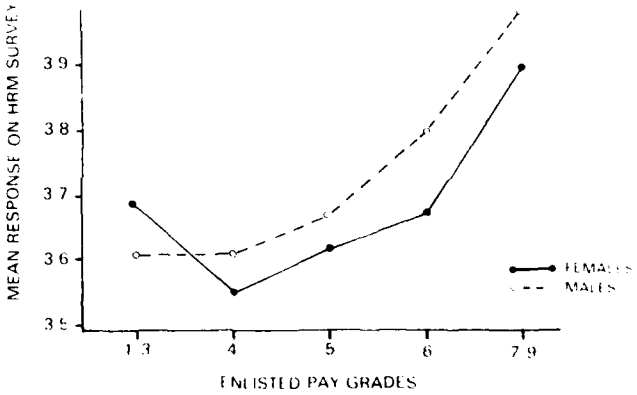
a. Supervisory support index.



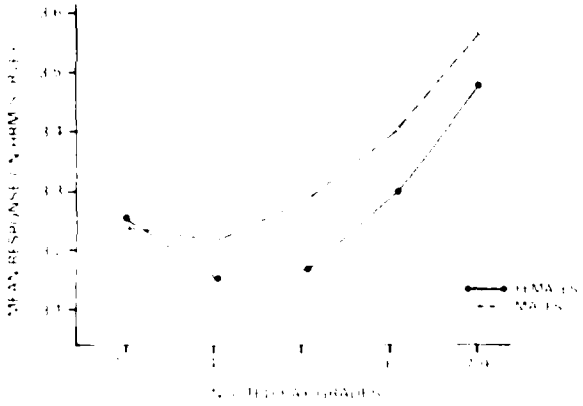
b. Supervisory team coordination index.



c. Supervisory team emphasis index.

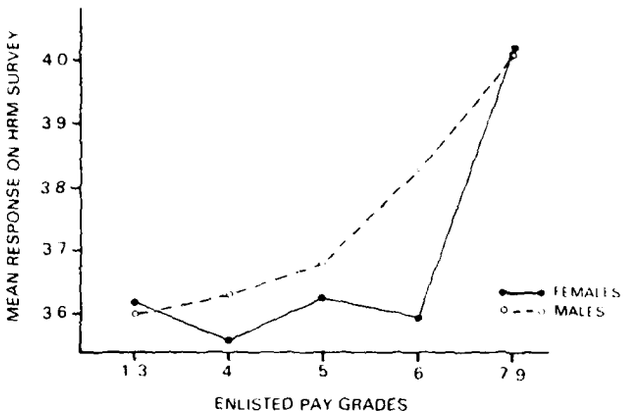


d. Supervisory goal emphasis index.

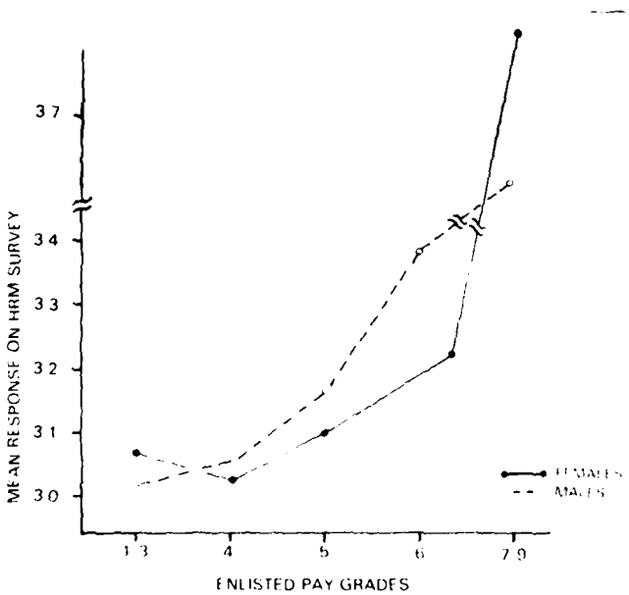


e. Supervisory work facilitation index.

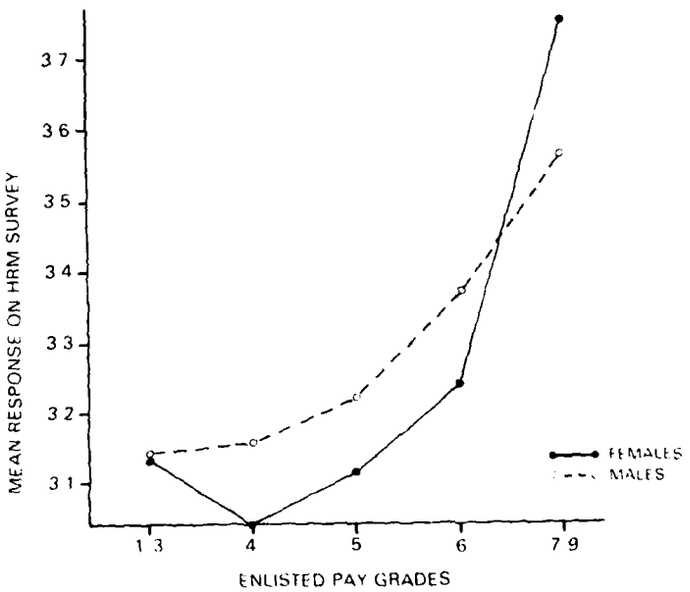
Figure 2. Sex-by-pay-grade interactions, supervisory leadership dimension.



a. Peer support index.



b. Peer team emphasis index.



c. Peer work facilitation index.

Figure 3. Sex-by-pay-grade interactions, peer leadership dimension.

Evaluations of work group discipline, which relates to military grooming, order, and discipline, reveal that women are more positive than men through the E-4 pay grade, and less positive from E-5 to E-9, showing a significant sex-by-pay-grade interaction (Figure 4).

Outcome Measures and Other Areas

Three indexes under this dimension--goal integration, lower level influence, and equal opportunity--showed a significant sex-by-pay-grade interaction.

1. Goal Integration. This index measures the balance between the ability of the command to meet individual needs and its effectiveness in getting people to gain its objectives.[3] As shown in Figure 5.a, the means for nonrated women and men are equal, but E-4 women are lower than E-4 men. The perceptions of women remained below those of men until the CPO level.

2. Satisfaction. Women and men reported a similar level of overall satisfaction with aspects of the job, the supervisor, and command that increased with pay grade. There is no significant sex difference nor sex-by-pay-grade interaction on this measure. In 1975, women at each pay-grade level felt more satisfaction with the Navy than did men (significant sex difference; Durning & Mumford, 1976). The current data reveal that these perceptions have converged; male means have changed little, but women in 1978 were not as positive as they were in 1975.

3. Lower Level Influence. As shown in Figure 5.b, men were more positive about the influence of lower-level personnel on department functioning than were women. The pattern of change over pay grades is also dissimilar for the sexes; after the decrease from the nonrated to the E-4 level, men showed improved attitudes, while the attitude of women of higher pay grade did not improve until the E-7 to E-9 level.

4. Training. Nonrated women and men felt the same about the adequacy of the training they had received, and members of both genders felt more positive about their training as pay grade increased beyond E-4. However, women from the E-4 to E-9 level felt relatively less prepared to accept greater leadership and technical responsibility than did their male counterparts (significant sex difference, Table 4).

5. Equal Opportunity. This index measures the extent to which the command ensures equal opportunity for personnel, as well as perceptions of command attitude toward discrimination complaints. As shown in Figure 5.c, males were more positive than females in their opinions of their command equal-opportunity practices. Men did not show the decrease in perceptions from the nonrated to the E-4 level shown by women. Both sexes showed increasingly favorable attitudes at higher pay grades.

---

[3]Unlike other indexes, this index is not calculated by averaging the questions it comprises. The formula for the two-item index, where A is the item with the lower score and B is the item with the higher score, is: $A/B \times \frac{(A + B)}{2}$.

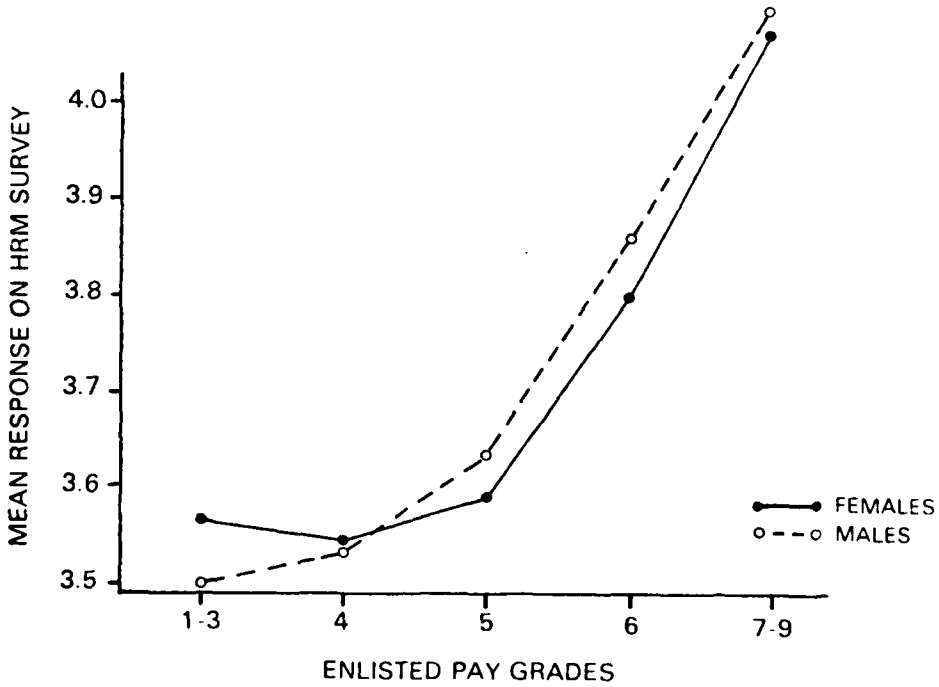
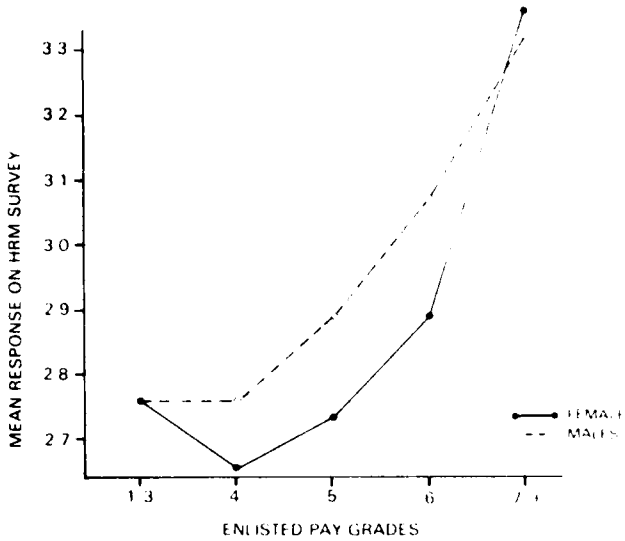
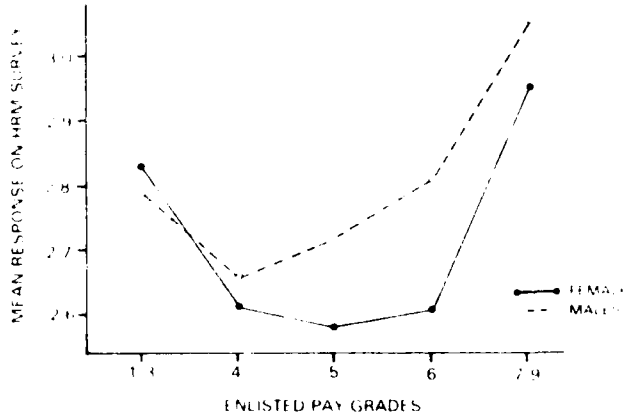


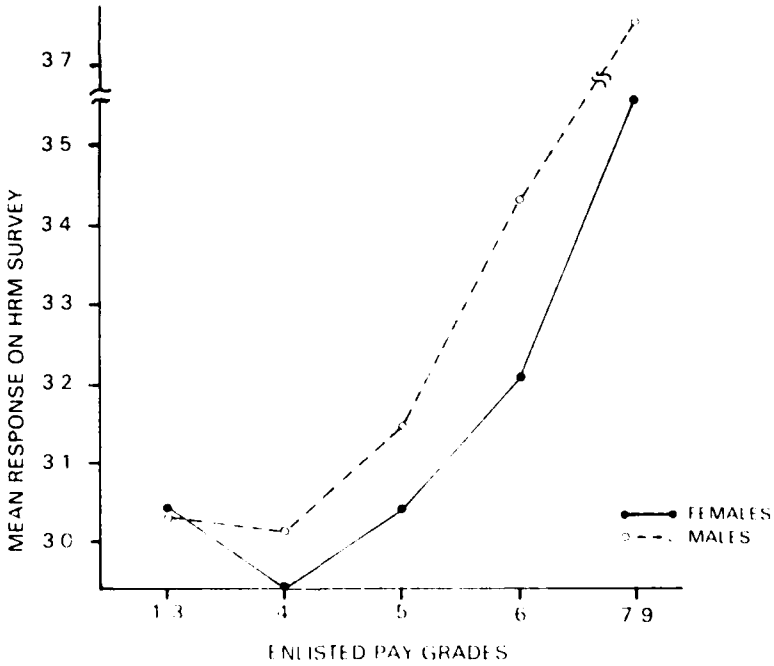
Figure 4. Sex-by-pay-grade interaction, work group discipline index, work group processes dimension.



a. Goal integration index.



b. Lower level influence index.



c. Equal opportunity index.

Figure 5. Sex-by-pay-grade interactions, outcome measures and other areas.

Additional Analyses

The proportion of married women was greater in 1978 (28%) than in 1975 (19%). It is hypothesized that married women might experience more conflict as they attempt to meet the dual obligations of marriage and Navy duty, and therefore may feel less favorable about the Navy organization than do single women. However, analyses of 1978 data (t-tests for differences between means) showed that marital status exerted no consistent effect on responses from women to the HRM survey. (For men, marital status had an effect only at the midlevel. E-5 and E-6 married males were significantly more positive than were single men on about one-third of the survey indexes).

Further t-tests were performed to investigate whether women in formerly all male ratings (such as electronics technician or mechanic) viewed the Navy organization differently than did women in communications, clerical, or medical jobs. Differences in perceptions of women in traditional jobs occurred no more than would be expected by chance.

DISCUSSION AND CONCLUSIONS

Sex-by-Pay-Grade Interactions

Sex-by-pay-grade interactions were obtained for 15 of the 22 HRM survey indexes, compared to 9 out of 19 in 1975. Perceptions of both sexes were often gradually less favorable from nonrated to E-4 levels. This may simply reflect an initial drop in expectations that occurs when enlistees gain experience. (Landau (1981) found that enlisted men show a decrease in commitment and a change in attitude toward the Navy between the end of recruit training and arrival at the first duty station where they were exposed to the realities of Navy life.) Beyond E-4, women typically were less optimistic with advances in pay grade than were men, and more indexes were affected than in 1975. Nonrated women were consistently more positive than were nonrated men in perceptions of supervisory adequacy, but were less positive than men at the higher pay grades. This same pattern was obtained for perceptions of equal opportunity in the Navy and for three of the five command climate indexes. The initial attitudes of women toward peers were as positive as those of men, but failed to show the steady improvement with increasing pay grades typical of male perceptions, until they reached E-7. Compared to men, midlevel women also perceived less lower level influence and less goal integration.

Explanations of the less positive attitudinal trends of midlevel women suggested by Durning and Mumford (1976) still apply to these data: The favorable attitudes of women relative to nonrated men may be due to the fact that the selection ratio and objective standards for enlistment are more stringent for women than for men. This can, at least initially, contribute to a greater sense of pride and identity with the Navy and more positive views of the organization. Opportunities for women and guarantees of pay and training are seen as commensurate with those of men, when compared to opportunities for women in industry. If subsequent attitudes of women are less positive than those of their male counterparts, it may be that their initial expectations were unrealistically high. Furthermore, with increasing pay grade, Navy women are likely to use their male peers as a frame of reference rather than their female counterparts in civilian society, and thus become more aware of any military limitations imposed upon them.

The lack of improved attitudes of E-5 women as compared to entry-level women is slight but noteworthy since, by the time of the second enlistment, many of the more discontented have left the Navy. If increasingly positive attitude and sense of identity

with the Navy are typical of personnel completing their first enlistment, it could be expected that they would be more positive than would new entrants. This is true on most indexes for E-5 men versus nonrated men, but not for women, where either no change or a decline in attitude is typical. However, the small group of career women at the level above E-6 was typically positive, as were men at comparative levels.

The 1978 results of the supervisory indexes show a pattern that was less consistent in 1975; that is, despite [illegible] favorable views, women who moved up occupationally in the Navy were less [illegible] than were their male counterparts on five aspects of supervisory adjustment. [illegible] reflect the special difficulties of supervision by, in most cases, a [illegible] situation that men rarely experience. When women are [illegible] male groups, supervisory difficulties emerge, particularly when [illegible] of female behavior based on stereotype. [illegible] by the supervisor to give her support and facilitation [illegible] where she is involved. The situation will probably [illegible] in managing mixed work groups.

The less [illegible] group coordination of midlevel women as [illegible] they experience less solidarity with the work [illegible] See Kanter, 1977, for an explanation of the [illegible] "boundary heightening" by the dominants [illegible] comprises a statistical minority.) Although [illegible] women in lower ratings, they are very positive [illegible] this study, who were, on the average, approaching [illegible] learned to cope with a male-dominated environment [illegible] had, no doubt, left the Navy.

Though women [illegible] overall satisfaction, women at each pay grade in 1978 [illegible] women in 1975. Perhaps with the greatly increased input of [illegible] changes in legislation that have allowed them less restricted roles, they have become aware that the Navy of 1978 was not all it could be. That is, women [illegible] were less satisfied with the organization, their supervisors, job, and progress in the Navy because they may have believed things could improve and therefore did not rationalize the present state of affairs as do dead-ended civilian employees (Kanter, 1976). It should also be noted that the samples are cross sectional; that is, it cannot be determined whether the same women have become less satisfied over the 3 years. The 1975 and 1978 samples may differ in any number of significant ways that contribute to their divergent views.

On the training index, it was found that once women have been schooled or apprenticed and designated an occupational specialty (E-4 level), they feel relatively less prepared than do rated men to exercise leadership and technical responsibility. This may be attributable to the fact that, in many ratings, men are still given priority in assignment to on-job training ashore, since it is more likely that they will go to sea where their skills are critical. Also, cultural expectations of deferential behavior in women may conflict with the confidence women feel as leaders and their willingness to take responsibility, and may result in mixed feedback when they do.

Beyond the nonrated level, women view the equal-opportunity practices of their command more negatively than do men. This is not surprising, since minority-group members are more likely to have had personal experience with discrimination. Despite this fact, their mean responses indicate that their commands generally ensure equal opportunity "to some extent."

Comparison of 1978 and 1975 Results: Sex Differences

The 1978 data showed significant sex differences ($p < .05$) on 9 out of 22 measures of organizational climate. In each of these cases, women had a less favorable view than men. On the data measures from 1975, all but one of the sex effects were in the reverse direction (i.e., women in 1975 were more positive than men). This finding results, in part, from the larger number of upper pay grade men in the 1978 sample where there is a strong positive association between pay grade and organizational climate perceptions. There were only 38 female CPOs in the 1978 sample, compared to 5780 male CPOs. When the CPOs were removed from the comparisons, there was still a trend showing men as being more positive than women.

The change between survey results in 1975 and 1978 typically followed one pattern: women as a group either showed a decline in scores or scored at the same level. Men, on the other hand, were more positive than in the earlier survey. The most probable explanation of the findings lies in the fact that ships and other nonshore units were accorded first priority for the Navy's organizational development interventions (HRAVs--Human Resource Availability). Shore commands were less often scheduled for HRAVs and consequently fewer shore personnel participated in training relevant to the HRM survey indexes of communication, motivation, decision making, supervisory leadership, team building, etc.

Many men who had participated in an HRAV in a sea command sometime during 1975 to 1977 had rotated to shore commands by 1978. Thus, one would expect an increase in the strength of responses to survey questions on HRAV training objectives.[4] Female enlisted personnel have been and still are primarily assigned to shore commands. (The first few women went aboard ship in November, 1978). The percentage of women who had experienced an HRAV in 1975 and 1978 had probably not increased proportional to men. Therefore, as a group, women would not be expected to show the increased positive attitudes of males overall.

---

[4]To indirectly test this possibility, means on the 22 survey indexes were examined for E-4 and above males. Comparisons were made by t-tests between mean scores of those who had previously taken the HRM survey and those who had not, since it is likely that the former group would have undergone an HRAV in connection with the survey. (One out of seven nonrated men had been surveyed before, versus one of three E-4s; the proportion approaches 50/50 by E-5. The majority of previous surveys were taken at other commands than the respondent's 1978 duty station.) For E-4s, two out of three significant differences were in favor of the resurvey group. At E-5, resurveyed males were significantly more positive ($p < .05$) on seven indexes, and at E-6, more positive on ten indexes. For E-4s and E-5s, none of the 22 indexes showed significantly lower means for the resurvey males. For chiefs (E-7-9), seven differences favored the resurvey group; on two additional significant differences, chiefs who had not been surveyed before were more positive than the resurvey group. To summarize, about one third of the comparisons for E-5, E-6, and E-7-9 males favored the resurvey group. (By chance alone, only about one significant difference would be expected to emerge when group means for 22 indexes were compared, and only half the time would the differences be expected to favor the resurvey group.)

RECOMMENDATIONS

More HRM survey indexes in 1978 than in 1975 showed that, despite their initial acceptance, women who moved up occupationally in the Navy were less positive than were their male counterparts. These findings have implications for Navy management, which is concerned with increasing the numbers of female petty officers. The indirect nature of organizational climate information does not allow for specific recommendations. However, the consistent initial optimism of women and the subsequent pattern of interaction between sex and pay grade indicate that investigation of the expectations at the time of recruitment may be in order. Women are typically less informed about the realities of military life than are men (Thomas, 1977), and they may have unrealistic expectations. Realistic previewing may bring expectations into line with later experience.

Midlevel women also expressed a consistently lower level of satisfaction with their supervisors than did men. The Navy's Leadership Management Education and Training (LMET) and the HRM workshops (Women in the Navy, and Women at Sea) offer vehicles for sensitizing Navy managers to the issues involved in supervising women and effectively utilizing a mixed-sex work group. Supervisors can also be made aware of the need to encourage women to fully exercise their technical and leadership abilities, so that they feel as confident as men when they advance in pay grade beyond the completion of initial training.

Finally, there are indications that women's perceptions of Navy organizational climate have not improved comparably to men's attitudes since 1975. This may be because "sea" units were targeted first for HRAVs, and therefore more male than female personnel in the Navy of 1978 had been affected by this effort. Navy program managers need to be alert to the possibility that until shore units receive more organizational development, the gender differences observed in 1978 may not diminish.

REFERENCES

Crawford, K. S., & Thomas, E. D. Human resource management and nonjudicial punishment rates on Navy ships (NPRDC TR 76-5). San Diego: Navy Personnel Research and Development Center, August 1975. (AD-A013 226)

Drexler, J. A. The human resource management survey: An item analysis (Tech. Rep). Ann Arbor: Institute for Social Research, July 1974.

Durning, K. P., & Mumford, S. J. Differential perceptions of organizational climate held by Navy enlisted women and men (NPRDC TR 76TQ-43). San Diego: Navy Personnel Research and Development Center, August 1976. (AD-A029 756)

HRM Assessment and Support Program. Norms, HRMS (Forms 17-20) (Unpublished data). San Diego: Navy Personnel Research and Development Center, July 1980.

Kanter, R. M. Why bosses turn. Psychology Today, May 1976, 56-59, 88-91.

Kanter, R. M. Some effects of proportions on group life: Skewed sex ratios and responses to token women. American Journal of Sociology, 1977, 82(5), 965-990.

Landau, S. B. Selective retention: IV. Attrition six months after recruit training (NPRDC Tech. Rep. 82-9). San Diego: Navy Personnel Research and Development Center, October 1981.

Likert, R. L. The human organization: Its management and value. New York: McGraw-Hill, 1967.

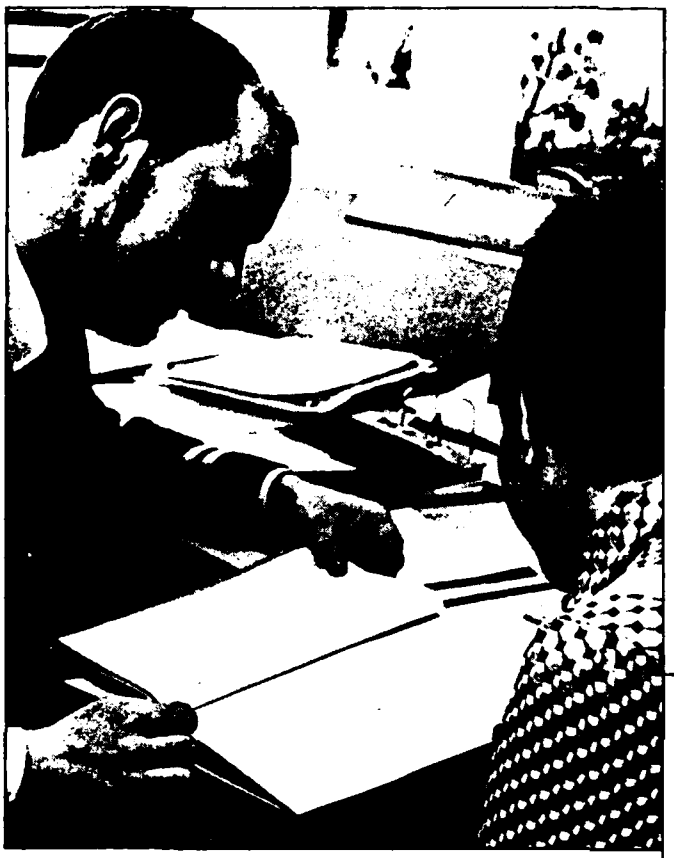
Mumford, S. J. Human resource management and operational readiness as measured by refresher training on Navy ships (NPRDC TR 76-32). San Diego: Navy Personnel Research and Development Center, February 1976. (AD-A022 372)

Taylor, J. C., & Bowers, D. G. Survey of organizations: A machine-scored standardized questionnaire instrument. Ann Arbor: Institute for Social Research, 1972.

Thomas, P. J. Why women enlist: The Navy as an occupational choice (NPRDC TR 77-20). San Diego: Navy Personnel Research and Development Center, March 1977. (AD-A037 340)

APPENDIX

NAVY HUMAN RESOURCE MANAGEMENT SURVEY



NAVY (SHORE) HUMAN RESOURCE MANAGEMENT SURVEY

The Navy is strongly interested in improving the overall conditions within its commands, promoting individual command excellence, and increasing the satisfaction of personnel toward Navy life. Areas of particular concern include leadership, equal opportunity, race relations, training and utilization of people, motivation and morale, good order and discipline, communications, concern for people, drug and alcohol abuse, and interaction with people of other countries.

This survey is intended to provide information that can be used to decide the areas to receive greatest emphasis in the future, both within your command and the Navy in general. If the results are to be helpful, it is important that you answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers. The completed questionnaires will be processed by automated equipment which will summarize the answers in statistical form. Your individual answers will remain strictly confidential since they will be combined with those of many other persons.

Report Symbol BuPers 5314-6
Process Control No. 19

Department of the Navy

Bureau of Naval Personnel

Research and Evaluation Division (Pers-65)

April 1977

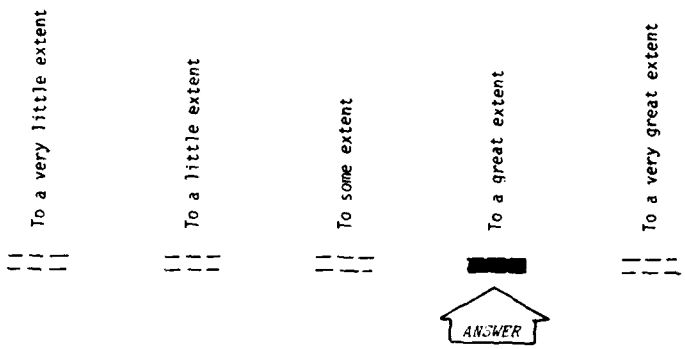
INSTRUCTIONS

1. All questions can be answered by filling in appropriate spaces on the answer sheet. If you do not find the exact answer that fits your case, use the one that is closest to it.

2. Remember, the value of the survey depends upon your being straightforward in answering this questionnaire. Your answer sheets are forwarded directly to the computer center and no one from your organization will see them.

3. The answer sheet is designed for automatic scanning of your responses. Questions are answered by marking the appropriate answer spaces (▭▭▭) on the answer sheet, as illustrated in this example:

   Q. To what extent does your supervisor encourage the members of your work group to give their best efforts?



4. Please use a soft pencil, and observe carefully these important requirements:

   - Make heavy black marks that fill the spaces.
   - Erase cleanly any answer you wish to change.
   - Make no stray markings of any kind.

5. Questions about "this organization" refer to the activity or command to which you are assigned. Questions about "your supervisor" refer to the person to whom you report directly. Questions about "your work group" refer to all those persons who report to the same supervisor as you do.

6. Definitions:

   A. Lowest Level Supervisor--supervisors of non-supervisory personnel or as defined by the survey administrator. See question #59.

   B. Non-Supervisory Personnel--any individual not designated as a supervisor in this organization or as defined by the survey administrator. See question #60.

7. Below are examples for filling in side 1 of the answer sheet.

   Example A: question #7. How long have you been assigned to your present work group?

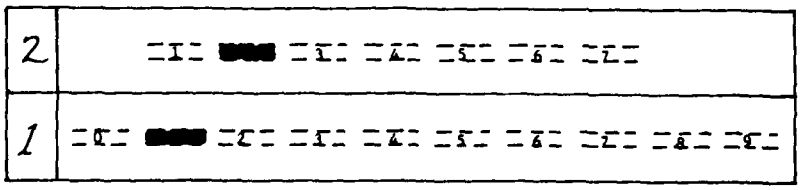
   ▭▭▭ Less than 1 month

   ▭▭▭ 1 month but less than 6 mos.

   ▭▭▭ 6 mos. but less than 1 year

   ▭▭▭ 1 year or more

   Example B: question #10 AGE:



1. To what extent is the amount of information you get from other work groups adequate to meet your job requirements?

2. To what extent does this organization do a good job of putting out the word to you?

3. To what extent is the chain of command (those above you) receptive to your ideas and suggestions?

4. Decisions are made in this organization at those levels where the most adequate information is available.

5. Information is widely shared in this organization so that those who make decisions have access to available know-how.

6. When decisions are being made, to what extent are the people affected asked for their ideas?

7. To what extent do you feel motivated to contribute your best efforts to the organization's mission and tasks?

8. To what extent are there things about this organization (people, policies or conditions) that encourage you to work hard?

9. To what extent do people who work hard receive recognition from this organization?

10. To what extent does this organization have a real interest in the welfare and morale of assigned personnel?

11. To what extent are work activities sensibly organized in this organization?

12. This organization has clear-cut, reasonable goals and objectives that contribute to its mission.

13. I feel that the workload and time factors are adequately considered in planning our work group assignments.

14. People at higher levels of the organization are aware of the problems at your level.

15. How friendly and easy to approach is your supervisor?

16. To what extent does your supervisor pay attention to what you say?

17. To what extent is your supervisor willing to listen to your problems?

18. When things are not going as well as your supervisor expects, to what extent is it easy to tell him/her?

19. To what extent does your supervisor attempt to work out conflicts within your work group?

20. To what extent does your supervisor encourage the people in your work group to exchange opinions and ideas?

21. To what extent does your supervisor encourage the people in your work group to work as a team?

22. To what extent does your supervisor stress a team goal?

23. To what extent does your supervisor encourage the members of your work group to give their best efforts?

24. To what extent does your supervisor expect high standards of performance from the members of your work group?

25. To what extent does your supervisor help you to improve your performance?

26. To what extent does your supervisor provide the assistance you need to plan, organize and schedule your work ahead of time?

27. To what extent does your supervisor offer you ideas to help solve job-related problems?

28. How friendly and easy to approach are the members of your work group?

29. When you talk with the members of your work group, to what extent do they pay attention to what you are saying?

30. To what extent are the members of your work group willing to listen to your problems?

31. To what extent do members of your work group take the responsibility for resolving disagreements and working out acceptable solutions?

32. To what extent do people in your work group exchange opinions and ideas?

33. How much do members of your work group encourage each other to work as a team?

34. How much do members in your work group stress a team goal?

35. How much do people in your work group encourage each other to give their best effort?

36. To what extent do people in your work group maintain high standards of performance?

37. To what extent do members in your work group help you find ways to improve your performance?

38. To what extent do members of your work group provide the assistance you need to plan, organize and schedule your work ahead of time?

39. To what extent do members of your work group offer each other ideas for solving job-related problems?

40. To what extent does your work group plan together and coordinate its efforts?

41. To what extent do you have confidence and trust in the members of your work group?

42. To what extent is information about important events widely exchanged within your work group?

43. To what extent does your work group make good decisions and solve problems effectively?

44. To what extent do you get endlessly referred from person to person when you need help?

45. To what extent do you have to go through a lot of "red tape" to get things done?

46. To what extent do you get hemmed in by longstanding rules and regulations that no one seems to be able to explain?

47. To what extent do members of your work group maintain appropriate standards of courtesy, appearance and grooming?

48. To what extent are appropriate standards of order and discipline maintained within your work group?

49. To what extent is your organization effective in getting you to meet its needs and contribute to its effectiveness?

50. To what extent does your organization do a good job of meeting your needs as an individual?

Questions 51 through 56 are answered, on the answer sheet, as shown below.

Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Fairly Satisfied	Very Satisfied
___	___	___	___	___

51. All in all, how satisfied are you with the people in your work group?

52. All in all, how satisfied are you with your supervisor?

53. All in all, how satisfied are you with this organization?

54. All in all, how satisfied are you with your job?

55. All in all, how satisfied do you feel with the progress you have made in the Department of the Navy, up to now?

56. How satisfied do you feel with your chances for getting ahead in the Department of the Navy in the future?

57. Does your assigned work give you pride and feelings of self worth?

58. Do you regard your duties in this organization as helping your career?

59. To what extent do lowest level supervisors influence what goes on in your department?

60. To what extent do non-supervisory personnel influence what goes on in your department?

61. To what extent is this organization adequately training you to perform your assigned tasks?

62. To what extent is this organization training you to accept increased leadership responsibility?

63. To what extent is this organization training you to accept increased technical responsibility?

64. To what extent do you feel free to report any racial/ethnic discrimination in this organization through proper channels?

65. To what extent does this organization ensure that you have equal opportunity for advancement in rate/rank/grade?

66. To what extent does this organization ensure that you have equal opportunity for job assignment?

67. To what extent do you feel free to report any sex discrimination in this organization through proper channels?

68. To what extent does this organization ensure that you have equal opportunity for education and training?

69. To what extent does this organization ensure that you receive a fair and objective performance evaluation?

70. To what extent is your chain of command (those above you) willing to take action on known or alleged racial/ethnic issues?

71. To what extent is discipline administered fairly throughout this organization?

72. To what extent are grievances and redress procedures available and well publicized in this organization?

73. In this organization work assignments are fairly made.

74. People in this organization discourage favoritism.

75. To what extent is your chain of command (those above you) willing to take action on known or alleged sex discrimination issues?

76. To what extent are current equal opportunity issues being addressed in this organization's Affirmative Action Plan (AAP)/Equal Employment Opportunity Program?

77. To what extent does this organization have an effective drug abuse prevention program?

78. To what extent do members of your work group discourage drug abuse?

79. To what extent would you feel free to talk to your supervisor about a drug problem in your work group?

80. To what extent is the performance of your work group affected by drug and/or alcohol related problems?

81. To what extent would you feel free to talk to your supervisor about an alcohol problem in your work group?

82. To what extent does this organization's program promote the responsible use or the non-use of alcoholic beverages?

83. To what extent do members of your work group discourage the abuse of alcoholic beverages?

84. To what extent do the social activities of this organization include alternatives to the use of alcohol?

85. To what extent do military and civilian personnel work cooperatively together to accomplish the goals of this organization?

86. To what extent are the lines of authority between civilians and military personnel clearly understood in this organization?

87. To what extent has this organization provided information to assist you and/or your family to live in this area?

88. To what extent are newly reported personnel quickly integrated into the activities and work of this organization?

DISTRIBUTION LIST

Deputy Assistant Secretary of Defense (Equal Opportunity) (OASD(M,RA&L))
Executive Secretary, Defense Advisory Committee on Women in the Services (DACOWITS)
Assistant Secretary of the Navy (Manpower and Reserve Affairs)
Principal Deputy Assistant Secretary of the Navy (Manpower and Reserve Affairs) (OASN(M&RA))
Director of Manpower Analysis (ODASN(M))
Deputy Assistant Secretary of the Navy (CPP/EEO)
Chief of Naval Operations (OP-01), (OP-10), (OP-11), (OP-12) (2), (OP-110), (OP-115) (2), (OP-140F2), (OP-964D), (OP-987H)
Chief of Naval Material (NMAT 08), (NMAT 08D2)
Chief of Naval Research (Code 200), (Code 440) (3), (Code 442), (Code 448)
Chief of Information (OI-213)
Chief of Naval Education and Training (02), (003), (014), (N-2), (N-5)
Chief of Naval Technical Training (016)
Commander in Chief, United States Naval Forces, Europe (2)
Commander Fleet Training Group, Pearl Harbor
Commander Naval Military Personnel Command (NMPC-013C) (NMPC-6), (NMPC-6C), (NMPC-61), (NMPC-62)
Commanding Officer, Human Resource Management Center, London
Commanding Officer, Human Resource Management Center, Norfolk
Commanding Officer, Human Resource Management Center, Pearl Harbor
Commanding Officer, Human Resource Management Center, San Diego
Commanding Officer, Human Resource Management Center, Washington
Commanding Officer, Human Resource Management Center, NAS Memphis
Commanding Officer, Naval Education and Training Program Development Center (Technical Library) (2)
Director, Naval Civilian Personnel Command
Officer in Charge, BUMED East Coast Equal Opportunity Program Detachment
Officer in Charge, BUMED West Coast Equal Opportunity Program Detachment
Officer in Charge, Human Resource Management Detachment, Alameda
Officer in Charge, Human Resource Management Detachment, Charleston
Officer in Charge, Human Resource Management Detachment, Mayport
Officer in Charge, Human Resource Management Detachment, Naples
Officer in Charge, Human Resource Management Detachment, New London
Officer in Charge, Human Resource Management Detachment, Rota
Officer in Charge, Human Resource Management Detachment, Subic Bay
Officer in Charge, Human Resource Management Detachment, Whidbey Island
Officer in Charge, Human Resource Management Detachment, Yokosuka
President, Naval War College (Code E114)
Superintendent, Naval Postgraduate School
Commander, Army Research Institute for the Behavioral and Social Sciences, Alexandria (PERI-ASL)
Chief, Army Research Institute Field Unit, Fort Harrison
Commander, Air Force Human Resources Laboratory, Brooks Air Force Base (Scientific and Technical Information Office)
Commander, Air Force Human Resources Laboratory, Williams Air Force Base (AFHRL/OT)
Commander, Air Force Human Resources Laboratory, Wright-Patterson Air Force Base (AFHRL/LR)
Program Manager, Life Sciences Directorate, Bolling Air Force Base
Superintendent, U.S. Coast Guard Academy

President, National Defense University (3)
Director, Science and Technology, Library of Congress
Defense Technical Information Center (DDA) (12)

FILMED

3-8